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ABSTRACT

This newsletter is designed for use by teachers, counselors, and administrators involved in bilingual-bicultural education. In the first article C. V. Perez describes bilingual education programs in New York State. J. N. Vieira writes in Portuguese about the Brown University bilingual program. In her article "Portuguese Happenings," J. Gonsalves describes events of interest to the Portuguese-speaking community. C. M. Menendez reviews specific audiovisual materials for Spanish classes, and A. F. Pirazzini discusses the Mexican history text "Sintesis de Historia de Mexico." Several other Spanish and Portuguese textbooks and readers are reviewed in articles by E. H. Samuel and H. E. Diaz. A list of U.S. distributors of educational materials in Spanish and Portuguese is also included. (PMP)

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Materiales en Marcha

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- CUENTOS Y LEYENDAS DE PUERTO RICO
- FIELD-TESTING FAVORITES
  Secondary Spanish
  Elementary Portuguese

PARA EL ESFUERZO

BILINGUE-BICULTURAL

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PURPOSE: to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries

OBJECTIVE 1: to identify and acquire sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides, and tapes, from foreign countries which could be employed to implement bilingual education in this country

OBJECTIVE 2: to field test these materials in elementary and secondary bilingual-bicultural education classes throughout the U.S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers

OBJECTIVE 3: to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts

OBJECTIVE 4: to publish a monthly magazine on materials for bilingual education which includes reviews, sample lessons, articles on ideas and issues in bilingual education and outstanding bilingual programs, and lists of: comparable materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts

OBJECTIVE 5: to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the U.S. and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science

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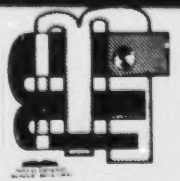

Materiales en Marcha

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ABOUT OUR AUTHORS

CARLOS V. PEREZ is Supervisor of Bilingual Education with the New York State Education Department. Born in Comerio, Puerto Rico, he moved to New York City in 1948, where he worked in industry for several years. He received teacher certification through the State Industrial Training Program in Rochester, New York; an A.A. degree from Suffolk County College; a B.S. degree from Oswego State College; an M.A. degree from New York University; urban education training at Long Island University; linguistics, foreign language, and literature certification through Hofstra University; and language certification through the Educational Testing Service, Princeton, New Jersey. He possesses teaching, supervisory, and administrative credentials that have enabled him to be professionally employed in a broad spectrum of elementary, secondary, and higher education positions. An adviser and consultant to numerous organizations and programs, he has spoken at conferences and conventions and on radio and television and written articles for local, state, and national newspapers and periodicals and curriculum materials for English as a second language and bilingual-bicultural education. In his present position he exercises all state supervisory functions relative to the education of children whose native language is other than English participating in bilingual education or English as a second language programs of instruction.

JOHN N. VIEIRA is a trilingual teacher at Cerritos High School, Cerritos, California, in ABC Unified School District, Artesia. Born on the island of Terceira, Azores, Portugal, he graduated with honors from California State University, Sacramento, with a major in Spanish and minors in Journalism and Portuguese. He has done graduate study at: California State University, Sacramento; Brown University, Providence, Rhode Island; and University of California, Riverside; and he is an active member of Sigma Delta Pi Spanish national honorary society. This fall he is teaching the following courses: Portuguese; Portuguese civilization and culture; Mexican civilization and culture; and English, math, and science in a multilingual situation with Portuguese- and Spanish-speaking students. In the summer of 1972 he returned to the Azores and Portugal for Master's thesis research.

JULIA GONSALVES is Foreign Language Consultant for the California Department of Education Bilingual-Bicultural Task Force. She has worked with the department for 11 years, serving on the staffs of the Bureaus of Elementary and Secondary Education before becoming a member of the Bilingual-Bicultural Task Force. She coordinated the statewide committees that produced Bibliography of Spanish Materials for Children, Kindergarten Through Grade Six and Bibliography of Spanish Materials for Students, Grades Seven Through Twelve.

CARMEN M. MENENDEZ's sample lesson for Naturaleza y Sociedad was published in the May-June 1973 issue of Materiales en Marcha. She continues to teach in the bilingual program at Oyster Elementary School in Washington, D.C., for which she has taught second and fourth grades as well as third grade, which she currently teaches. Born in La Habana, Cuba, she holds a B.S. degree in languages from the Georgetown University School of Languages and Linguistics. Her major was Portuguese, and her minors were linguistics and history. A polylingual person who speaks English, French, Portuguese, and Spanish, she is attending American University to earn an M.Ed. in bilingual education. Her hobbies are fish breeding, reading, sewing, swimming, tennis.

ALMA FONCERRADA PIRAZZINI's article, "Happy Junior High Reading with 'El Galano Arte de Leer,'" appeared in the May-June 1973 issue of Materiales en Marcha. She is acting as a free-lance consultant in bilingual-bicultural education as she awaits the birth of her second child. Afterward she plans to apply for another appointment to a bilingual-bicultural teaching position.

ELOISA HUERTAS SAMUEL is a Puerto Rican teacher of Spanish in a Washington, D.C. high school.

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Readers Write

Dear Ms. Kern:

A friend has given me the July and August issues of Materiales en Marcha, and I am delighted with them. I would greatly appreciate your placing me on the mailing list for receipt of further issues, and, more generally, for learning more about MAP.

Para buena educación bilingüe,

Sinceramente,

Joshua A. Fishman, Ph.D.
University Research Professor, Social Sciences
Yeshiva University, N.Y.

BULLETIN BOARD

Subscriptions To Start

Materiales en Marcha will be available by subscription after January 1, 1974. Each ESAA and ESEA Title VII project will be sent 10 copies unless larger or smaller numbers are requested in writing. Regrettably, readers not in ESAA or ESEA Title VII projects who wish to receive the magazine for the rest of the fiscal year will be required to subscribe at a rate of $2.50, payable by check or money order to Materials Acquisition Project. All correspondence concerning circulation and subscriptions should be addressed to Ann Kern.

The above announcement means both good news and bad news. The good news is that the demand for Materiales en Marcha has grown so great that it has exceeded all expectations, which means that interest in bilingual-bicultural education is increasing. The bad news is that the desire to make Materiales en Marcha available to anyone who asks for it is an impossible dream, which means that the magazine must start to pay for itself partially. If the subscription experiment is a success, then Materiales en Marcha may someday survive on its own, separate from MAP and independent of federal funds.

Bilingual Education Workshop In Boston

A three-day BILINGUAL EDUCATION WORKSHOP has been scheduled for November 19-21, 1973, at the Sheraton Boston Hotel in Boston, Massachusetts. It will precede the SEVENTH ANNUAL MEETING OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) on November 22-25, and it will be directed by DR. GEORGE M. BLANCO of the University of Texas at Austin. Twenty experts in bilingual education are on the agenda. For workshop programs and preregistration forms write to: ACTFL Annual Meeting, 62 Fifth Avenue, New York, New York 10011.

Visitors' Day

Prospective visitors to MAP are asked to make an appointment prior to their arrival. Although the third Wednesday of every month has been set aside as a sort of visitors' day, the project staff would greatly appreciate individuals' or groups' always calling before coming so that appropriate assistance can be made available.

Subscription Form

If you would like to subscribe to Materiales en Marcha for January-June 1974, please fill out (print or type) the following form, attach a check or money order for $2.50 made out to Materials Acquisition Project, and mail it to Ann Kern at MAP.

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Bilingual Education In New York State

By Carlos V. Pérez

A fundamental tenet of bilingual education is that a person living in a society whose language and culture differ from his own must be equipped to participate meaningfully in the mainstream of that society. It should not be necessary for him to sacrifice his rich native language and culture to achieve such participation. Rather, we should utilize available language skills and thought processes to foster intellectual development while developing English language proficiency. The purpose of this position paper is to direct concerted and effective action toward achieving this end.

This quotation is the opening statement of a Bilingual Position Paper, a statement of policy and proposed action by the Regents of the State of New York Board, with vested authority in all educational matters of the state.

History And Goal

The history behind the formulation of this document dates back to the year 1969, when the State Education Department initiated the Bilingual Education Unit. The primary goal of this office has been to provide equal educational opportunity for non-English-speaking children by capitalizing on their proficiency in their native language while developing their competence in English. The bilingual education program affirms the primary importance of English, but at the same time recognizes that the native language and culture of the child play a major role in his education. Further information appearing in the document relates to the inability of conventional systems to succeed with the education of non-English-speaking students. Differences in language and culture effectively exclude approximately 300,000 children from meaningful participation in our educational system. Failure of schools to respond to the educational needs of these children results in academic failure, demonstrated sequentially by low reading scores, high dropout rate, and barriers to entry into meaningful employment. The paper calls for the total involvement of the educational system in order to help the non-English-speaker become all that he is capable of becoming.

The Board of Regents are committed to seeking effective solutions to the problems faced by non-English-speaking children in the schools of New York State, even if major changes must be made in our educational system. The Board of Regents further believe that it is the duty of the school to provide programs which capitalize on the strengths of the non-English-speaking child and his family. The Regents believe, finally, that any less commitment to the needs of the non-English-speaking child will be inherently discriminatory and ultimately ineffective.

Illustrative Programs

Illustrative of programs conducted by the State are a ninth-year Regents examination in mathematics offered in the Spanish language; college proficiency examinations satisfying foreign language require-

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ments for teacher certification; summer institutes on Puerto Rican history, politics, and culture, and on Asian cultures and special techniques for teaching English as a second language to speakers of Asian languages; State University system programs ranging from the training of bilingual paraprofessionals to degree programs for the Master of Arts in bilingual education; and a unique Spanish language high school equivalency examination blending the national and Puerto Rican examinations.

Programs involving state supervision of federally funded programs include a project to design diagnostic instruments for measuring various competencies of non-English-speakers; development and implementation of 26 ESEA Title VII projects in the state; University-based summer workshops in bilingual education for paraprofessionals and elementary teachers; development of science tests and pupil evaluation program instruments in Spanish; and the expansion of experimental programs stressing the bilingual education approach.

Bilingual Education Act

On June 11, 1973, Governor Rockefeller signed into law an act concerning bilingual education in New York State. The sum of $1.5 million was appropriated to the State Education Department in the general fund to the credit of the local assistance fund for the maintenance and operation of bilingual education programs. Fifteen new programs are scheduled for October 1973.

The purpose of this program is to give financial assistance to school districts for developing and operating bilingual programs for pupils with limited-English-speaking ability. All public school districts and Boards of Cooperative Educational Services are eligible to apply.

Upcoming Conference

On May 15-18, 1974, New York State will host the Third Annual International Conference on Bilingual/Bicultural Education at the Waldorf Astoria Hotel, cosponsored by the U.S. Office of Education, State Education Department, and the New York City Board of Education. This national event will focus its attention on lectures, workshops, and educational activities for the dissemination of information on bilingual/bicultural education.

Participants will become familiar with present practices in all aspects of bilingual education, will receive specific information for the improvement of their own bilingual programs, will be able to obtain and discuss findings of the most recent research related to bilingual education, will be informed of the latest efforts in providing legislative support for bilingual education, will be given information regarding available resources in all aspects of bilingual education and related fields, and will have the opportunity to observe bilingual instructional and cultural programs throughout New York City.

New York City Office

The New York City Central Board of Education established an Office of Bilingual Education with an Executive Director to head this office. It started full operation in September 1972. This office oversees all operations of bilingual education in New York City. Our Bilingual Education Unit works with this office in all matters pertaining to bilingual education programs.

Among the various units operating under this office are the Building Bilingual Bridges, a Title I program training Spanish-speaking teachers for bilingual education programs; the Bilingual Education Resource Center, a Title III project functioning as a clearinghouse on bilingual information; all bilingual education programs under tax levy; 22 Title VII programs in New York City; the English as a second language (ESL) program at the high schools; a Bilingual Education Teacher Corps project; and the various units operating with bilingual education programs.

State Priority

One of the State Education Department's program priorities which have been es-

The sum of $1.5 million was appropriated....

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tablished for Title I, ESEA, and Urban Education use of funds for school year 1973-74 is bilingual education. Those local school districts serving non-English-speaking pupils must structure these programs under these sources in order to meet the needs of non-English-speaking students attending their schools and pro-rate their expenditures in accordance with the rest of the educationally disadvantaged district's population. The needs of these educationally disadvantaged children, including the handicapped, may be considered in the broad spectrum from preschool programs to and including the 12th grade. Schools should study their particular needs and provide programs to impact deficiencies in this priority area.

Where there are 20 or more children of limited-English-speaking ability who speak the same language and are of approximately the same age and level of educational attainment enrolled in a district, a bilingual program rather than an ESL program is preferred. English as a second language programs should be considered when the language variety and span of student levels are too broad to warrant a bilingual program. However, ESL programs should not be limited to remedial instruction. The program must relate directly to content curriculum and to English language skills development.

One of the State Education Department's program priorities which have been established . . . is bilingual education.

Grande Sucesso Na Universidade Com O Programa Bilingue

Por John N. Vieira

Este verão a universidade de Brown, situada na cidade de Providence estado de Rhode Island, ofereceu um curso intensivo bilingue (bilingual workshop) que foi atendido por mais de 40 professores do ensino primário e secundário. Estes professores eram representantes dos sistemas escolares de três estados: Providence e Pawtucket de Rhode Island, Fall River de Massachusetts, e Artesia e Hayward de California.

Este programa bilingue cuja duraçao foi de três semanas, 25 de junho a 14 de julho, esteve a cargo dos doutores Nelson H. Vieira e Patricia O'Connor; ambos ilustres professores da universidade de Brown. Segundo a reação dos participantes o programa foi um verdadeiro sucesso. Em parte, este sucesso se deve á avidez com que os participantes se lançaram a trabalhar em harmonia, e a comparar ideias e invençoes para o melhoramento de todos os programas bilingues já iniciados através de todas as partes dos Estados Unidos.

Na minha opinião, um dos aspectos mais práticos deste seminário de professores foi o intercâmbio de ideias e de informação entre os respetivos participantes. Tivemos também a oportunidade de ver e analisar certas diferenças que existem entre alguns dos programas em existência. Porém, todos estavamos de acordo que estas diferenças que se encontram são essenciais e beneficiosas para o avanço de cada programa. Cada programa é desenvolvido para satisfazer as maiores necessidades dos seus alunos, e para que estes possam obter o maior proveito de cada sistema.

Materiais Escolares

Além disto tudo, uma coisa que também nos impressionou muito, isto é aos professores da costa do occidente de California, foi o grande número de materiais escolares escritos na língua portuguesa que são acessíveis

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aos professores da costa leste; em especial aos da escola Hartwell Street de Fall River. Uma outra coisa que é necessário notar é que estas escolas da costa leste têm empregado muitas pessoas portuguesas bastante habilitadas cujo único trabalho é só fomentar materiais no idioma Português para que estes materiais sejam usados nas aulas bilingues.

A certos professores que se encontram no programa bilingue pela primeira vez, o curso intensivo bilingue deu também a oportunidade de estes poderem conhecer melhor as funçoes da educação bilingue. Os participantes tinham a escolher entre uma variedade de aulas; e ao mesmo tempo também lhes era dado tempo livre para cada indivíduo fazer estudos independentes para o melhoramento do programa a que cada um está afiliado. O Dr. Vieira informou que o ano passado durante o curso intensivo bilingue muitos dos professores que participaram no programa de Brown tiveram a oportunidade de fomentar liçoes que mais tarde provaram ser muito úteis nas aulas deles. Ademais, quase todos os professores bilingues estão de acordo que existe uma grande falta de materiais escolares escritos na língua portuguesa para uso nas aulas bilingues portuguesas aqui nos Estados Unidos. A ocasião de um professor poder desenvolver uma lição bilingue e depois ter a oportunidade de trocar esta lição com outros dos seus colegas que estão atendento ao curso intensivo é apenas uma das maneiras de satisfazer esta grande falta que existe.

Nesta ocasião eu devo de aclarar uma coisa para o nosso leitor não se parecer que eu me estou a contrariar. Por todas as partes dos Estados Unidos existe uma falta de materiais escolares publicados na língua portuguesa que sejam úteis na aula bilingue. O caso de Fall River é um caso excepcional. A razão porque esta escola têm mais materiais em Português é porque o programa bilingue ali têm recebido grande asistência do governo federal. Isto porém, não quer dizer que eles já têm todos os materiais necessários para o sucesso dum programa bilingue. Uma das razoes porque o governo têm contribuido mais dinheiro para o programa de Fall River é devido á grande concentraçao de portugueses que vivem ali. Isto ninguém pode negar.

... o curso intensivo bilingue deu também a oportunidade de estes poderem conhecer melhor as funções da educação bilingue.

... mencionei as que na minha opinião foram as mais notáveis e de mais uso prático.

Algumas Das Aulas

Continuando com os acontecimentos de Brown; algumas das aulas com o maior número de participantes foram:

- Metodologia I e II-teoria e prática
- Educação bilingue I e II-origem e problemas
- Linguïstica-fonética e fonologia
- Inglês como segunda língua-como ensinar o Inglês a alunos cuja língua é Espanhol ou Português
- Português como segunda língua-como ensinar a língua portuguesa a alunos cuja língua é outra a não ser o Português
- Cultura e civilização Portuguesa
- Cultura e civilização hispânica-métodos de ensinar aspectos culturais
- Português para Luso-Americanos-curso de língua mais avançado

Como disse anteriormente estas são apenas algumas das aulas mais freqüentadas e das quais tomei parte. Seria impossível descrever aqui numa reportagem desta natureza todas as aulas que foram oferecidas este verão no programa bilingue de Brown. Apenas mencionei as que na minha opinião foram as mais notáveis e de mais uso prático.

Ao terminar podemos dizer que muitos dos mitos que existem na consciência de muitos alunos, pais, e professores com relação á educação bilingue são apenas mitos. Muitas vezes o aluno têm medo de que ao manter a sua primeira língua,

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seja ela Português ou outro idioma qualquer, que esta impida com que o aluno possa aprender o outro idioma completamente e rápidamente. Muitos são os alunos que ao chegar aos Estados Unidos deixam de falar Português e tratam de esquecer a sua língua materna. Freqüentemente o que resulta é que temos um aluno que nem sabe falar o Inglês nem o Português. Na escola, este aluno se encontra perdido porque ele não sabe o suficiente para aprender e funcionar numa aula em que se fale unicamente o Inglês. O resultado final é que o aluno deixa de assistir á escola quando atinge a idade dos dezesseis anos. Muitas vezes os pais também são culpáveis de isto acontecer.

Uma Vantagem

Voltando a questão de aprender uma língua, estudos recentemente completos pelas universidades mais famosas de mundo, atestam que é uma vantagem para um aluno ter conhecimento de mais de uma língua quando este está aprendendo uma outra língua que lhe é estranha. Assim, o aluno pode ajustar mais fácilmente o idioma que ele está aprendendo e o seu desenvolvimento na nova língua se torna mais rápido.

Outra coisa também, que nós como professores bilingues devemos de guardar na mente, é que existem aqui nos Estados Unidos perto de três milhões de crianças de idade escolar cujo idioma falado em casa não é o Inglês. Este tópico foi o tema de uma grande discussão cujo resultado final foi a conclusão de que os programas bilingues são essenciais para a educação dos alunos que a primeira língua não é o Inglês.

Na minha opinião a educaçao bilingue aqui nos Estados Unidos está apenas na sua infância. O futuro, sem dúvida, trará coisas melhores para os programas bilingues portugueses e todos os outros. A presença do grande número de professores na universidade de Brown é prova suficiente da importância e do interésse dado aos programas bilingues pelo governo federal e pelos respetivos distritos. É necessário manter mais programas como os de Brown para que se possa continuar a educar professores e para que se possa contribuir mais para o sucesso e desenvolvimento dos programas bilingues.

Portuguese Happenings

By Julia Gonsalves

Three outstanding Portuguese programs were conducted this past summer at California State University, Hayward; Stanford University; and the University of California, Santa Barbara. In each instance some financial assistance was provided by outside sources, and the Bilingual-Bicultural Task Force of the California Department of Education publicized the courses throughout the state.

The Hayward program emphasized Portuguese language and culture. The organizations that provided financial assistance were: UPEC ((União Portuguesa do Estado da California); Hayward Sister City Committee; Luso-American Education Foundation; SPRSI (Sociedade Portuguesa Rainha Santa Isabel); and Brotherhood of Saint Anthony. Dr. Donald Warrin, Department of Foreign Languages, may be contacted for further details of last summer's program and information about the proposed 1974 Summer Session Program in Portuguese at Hayward.

The Stanford program was unique in that it concluded the first cycle of a course specifically designed for a Master of Arts degree in the teaching of Portuguese to be acquired in three years of summer session classes. Five individuals received this coveted degree in September, and it is hoped that the program will continue to flourish.

California Involvement

The California Department of Education was involved in this program from the beginning, providing consultant services; helping develop course outlines to meet certain requirements toward the credential for bilingual-bicultural teachers, now under consideration by the Commission for Teacher Preparation and Licensing; and, this past summer, providing financial assistance to incorporate

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an aspect of the program that was above and beyond the institution's ability to carry it out.

The Cabrillo Clubs of California and UPEC (União Portuguesa do Estado da California) contributed financially to the program for the entire three years. The Portuguese government, through the Consulate in San Francisco, gave such assistance the first two years; and the SPRSI (Sociedade Portuguesa Rainha Santa Isabel), the second and third years. Without help from these organizations the program could not have been carried out.

Dr. Joaquim Coelho of the Spanish and Portuguese Department at Stanford, and director of the special program in Portuguese, will be happy to give information about it. Hopefully, not only those organizations who have so generously helped this worthwhile venture will continue to support it but also other organizations as well as individuals will contribute to its future success.

Foundation Assistance

Financial assistance to the program held at the University of California, Santa Barbara, came from the Gulbenkian Foundation. The outstanding feature of this program was the fact that two major universities, the University of California, Los Angeles, and the University of California, Santa Barbara, conducted it jointly. Upon visiting the program, this writer had the privilege of observing what she feels certain was one of the best examples of team teaching ever attempted at the university level.

Bigger and better things are being planned for the coming summer. For further information contact either Dr. Eduardo Mayone Dias, Department of Spanish and Portuguese, UCLA, or Dr. Jack Schmidt, Department of Spanish and Portuguese, UCSB.

On September 5, 1973, a cocktail hour and buffet supper was held at the home of Mr. and Mrs. Benjamin Gonsalves in Sacramento. The affair was co-hosted by Mr. and Mrs. Manuel Rosa.

Community Encouragement

The occasion was sparked by a visit to Mrs. Gonsalves' office by Dr. Fausto Avendaño, newly appointed professor of Portuguese at Sacramento State University. Dr. Avendaño wanted to find out ways in which he could become actively involved in the Portuguese-American community whose native language he was to teach. He wanted also to find out ways in which students could be encouraged to enroll in Portuguese classes.

Mrs. Rosa and Mrs. Gonsalves felt that anyone so obviously sincere in and dedicated to the cause of furthering Portuguese should be given the opportunity to meet with and express his views to those who might prove most helpful to him. An invitation was sent to presidents of all Portuguese-American organizations and their spouses to attend the get-together described above. Other members of the Portuguese community as well as individuals from other national backgrounds interested in Portuguese affairs were also invited. The group comprised people from all walks of life--parents and grandparents of school-age children; students; educators from elementary through university levels; members of the medical and legal professions; representatives of the news media; businessmen, both retired and active; and housewives active in community affairs. An immediate result of this get-together was the formulation of plans for an evening class in Portuguese and a variety of cultural events to start during the spring semester of 1974.

Scholarship Stress

Professor Avendaño stresses the need for some scholarships with specific requirements for the study of Portuguese to be given by those Portuguese-American organizations that have been most generous in granting scholarships of a general nature. Among other things he is planning a literary contest with the support of community groups. Professor Avendaño will welcome suggestions and help from all interested individuals and organizations.

Two years ago the Portuguese section of the Department of Spanish and Portuguese at UCLA established an organization initially called the Cabrillo Institute. The organization was to "aim essentially at promoting the study of Portuguese immigrants in the United States, and more especially in California,

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and disseminating the Portuguese language and culture. All persons interested in these areas, particularly members of the Luso-American community, would be welcome to participate in the Institute's activities, regardless of their nationality, place of birth, or political convictions."

At the time of the inception of this institute the First Annual Portuguese Communities Conference was held at UCLA. The second such conference was held at the University of California, Santa Barbara, last May.

Planning Committee

The central committee for planning the Third Annual Portuguese Communities Conference was held Saturday, October 6, at the Portuguese Athletic Club headquarters in the IES Hall, San Jose. Those attending represented a cross-section of the community--the general lay community; civic organizations; youth organizations; students from community college, state universities, and universities; and representatives of the news media and educational agencies. Following is a list of those present: Dr. Fausto Avendaño, Sacramento State University; Jose Luis da Silva, student, California State University, Hayward; Dr. Eduardo Mayone Dias, UCLA; Maria Fernandes, graduate student, UCLA; Benjamin Gonsalves, retired businessman, Sacramento; Mrs. Julia Gonsalves, California Department of Education; David Leal, student, Community College, San Jose; Alberto Lemos, publisher, Jornal Português, Oakland; Joe [illegible]os, attorney, San Jose; Dr. Decio Oliveira, D.D.S., San Jose; Jose Rodrigues, Activities Office, San Francisco State University; Dr. Jack Schmidt, UCSB; Emanuel Sousa, student, San Jose State University; Everett Swazy, businessman, San Jose; Dr. Don Warrin, California State University, Hayward. Dr. Oliveira and Mr. Rodrigues co-chaired the meeting.

The Third Annual Portuguese Communities Conference will be held in San Jose on April 26, 27, and 28, 1974. Great things are being planned for this event, so put a large circle around those dates on your calendar!

A statewide committee has been established to develop a bibliography of instructional materials in Portuguese, kindergarten through grade 12. The purpose for this bibliography is to help teachers and administrators at all levels of instruction select appropriate materials for instruction in the language, history, civilization, and culture of the Portuguese-speaking areas of the world. Materials in English dealing with any aspect of Portuguese life, history, customs, etc., will be reviewed, as well as materials written in the Portuguese language. All kinds of materials are to be included in the bibliography--books, magazines, and all types of audiovisual materials.

Committee Members

The committee will hold its next work session at ABC Unified School District, Artesia, on October 25 and 26. Members are: Dr. Eduardo Mayone Dias, Department of Portuguese and Spanish, UCLA, 405 Hilgard Avenue, Los Angeles, California 90024; Mrs. Barbara Fields, Elementary Curriculum Specialist, Portuguese Bilingual Project, ABC Unified School District, 17923 South Pioneer Boulevard, Artesia, California 90701; Mrs. Julia Gonsalves, California Department of Education, 721 Capitol Mall, Sacramento, California 95814; Mrs. Flora Lofgren, Resource Teacher, Portuguese Bilingual Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94544; Dan Santos, Chairman, Foreign Language Department, Crestmoor High School, San Mateo Union High School District, 300 Piedmont Avenue, San Bruno, California 94066; Heraldo da Silva, Ph.D. candidate, UCLA, 405 Hilgard Avenue, Los Angeles, California 90024; Mrs. Nydia da Silva, Lecturer in Portuguese, Long Beach State University, 15929 Gard Avenue, Apartment 37, Norwalk, California 90650; Dr. Don Warrin, Department of Foreign Languages, California State University, 25800 Hilary, Hayward, California 94542; Mrs. Ann Youngblood, on leave from ABC Unified School District, 1360 Bradbury Road, San Marino, California 91108.

Each member of the committee will establish a local committee to help in the evaluation of materials. Anyone interested in participating in this work should contact one of the individuals listed above.

Elementary Audiovisuals As Seen And Heard In Washington, D.C.

By Carmen M. Menéndez

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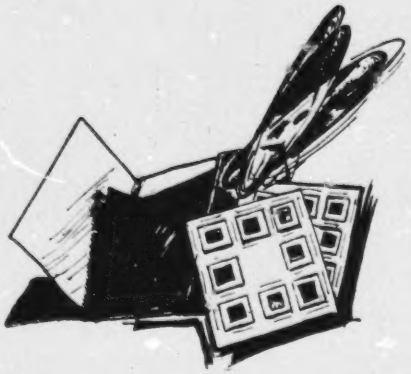
Recently I received review materials consisting of slides, records, small posters, and games. It was delightful to see such a variety of teaching aids that the children would be intensely working with during the month of September.

I specifically mention the children because it is they who handled these materials for the greatest amount of time.

The Washington area is one of the most interesting places in which one could work in a bilingual situation. The ethnic background of the children is mixed. My school's bilingual program functions in an international situation. The majority of the children are Spanish- or English-speaking, but there are also children from other parts of the world as far away as Thailand. Some of these children are learning a third language and not a second. In some cases, their native language has a Latin base, which is considered an aid for learning Spanish. But this is not so when children are from the Near East and Southeast Asia. These children have to be highly motivated in order for them to learn a third language. I found that the audiovisual materials MAP sent were a great help to teach Spanish in our particular situation.



THE SLIDES-Partes del Mundo-Producciones Vista Son (Madrid: Reunidos, 1967) by Santiago Mallas Casas ($8.40 ea. approx.) consist of four packages. These are named Africa, America, Oceania, and Europa. Each set comes with the following: slides, guidebook, and record. The slides are very good, and the children responded to them very well. The book was used as resource. I would read it, obtain the main ideas, and write them on the board. I used the slides in conjunction with what I had written on the board. I did this because, in the process of teaching in a second language, it is better for the children to see, to read, and to write. It acts as reinforcement. At the end of the lesson the children were able to identify the slides.

Rejection At First

The record was at first rejected by the students. This happened because the narrator speaks too fast and with a Castilian accent. The children are used to hearing a Latin American tone of voice. They were told to listen very attentively to see if they could understand a word or phrase. Although the children benefited by hearing the different tone, pitch, and stress of the Castilian accent, it confused them to such an extent that they lost interest in what they were doing. Something positive was achieved, however. The children realized that not all Spanish-speaking people speak in the same way.

The slides were tested at a third-grade level. For this age group (seven and eight) the slides were manipulated by the children. They became greatly interested in geography. They wanted to learn where the city of Washington was located in comparision to the countries they originally came from. From the moment the slides were used the children looked forward to the time when geography was taught. This opened a whole new world for them.

These slides were used with a group of 28 children in a regular classroom setting. As a follow-up to each lesson, dittos were distributed, and the children filled in the information given by the slides (mountains, rivers, oceans,

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countries). The physical characteristics of the materials are good. The slides have excellent color and dimension. The guidebook has good printing and illustrations.

THE RECORDS-The sets of records were the Walt Disney Collection and the Milissa Sierra Colección. These series were used in lessons as well as in centers in the classroom. Those used in the lessons gave me the time to observe how the children were acquiring new vocabulary.

Walt Disney Collection (México: Novaro, 1970) by Walt Disney Productions ($1.95 ea.) record was played, and one of the children held the book. The rest would listen, read, and look at the illustrations. The Disney Collection is simply marvelous. It enables the students to see the actions portrayed by the illustrations, listen to the characters, each personified with a different voice, and read while listening to these stories come alive before their eyes. After the record was heard, I would ask several questions pertaining to the story. This showed how well the children had understood and also gave them a chance to express themselves in the target language. The vocabulary used in these storybooks is not a complicated one. It is simple, and yet it has enough new vocabulary (for the child reading in a second language) to motivate the child to learn so that he can fully understand the meaning of each word. On other occasions the children were asked to write a summary. Younger children or children with not enough vocabulary to be able to express themselves in writing were asked to draw pictures of the part of the story they liked the best.

Also, the records were placed next to the record player, and the children were allowed to play them at will after they had finished the work set for them to do. The records served as an incentive to do better work in class as well. The binding is strong and can survive regular use by children. The illustrations are magnificent. The printing is clear and big, which lets each child in a large group see.

Interesting Reaction

Colección Milissa Sierra (México: Columbia Records International, n.d.; $3.95) was field tested in both first and third grade. In first grade a group of 12 children was seated around the listening center. It was a mixed group of Spanish- and English-speaking children who do not yet know how to read. The majority of the children do not have any books or anybody who will read to them at home. The reaction was very interesting. The bilingual children (from both English and Spanish origin) listened attentively and with various movements followed the rhythm of the story. The English-speaking children who had no background in Spanish also listened with interest as if they could understand what was being said.

The records served as an incentive to do better work in class....

There are two cases which are worth mentioning. The first case concerns a little boy who cannot be motivated easily. He himself asked if he could listen to the records, and his interest was maintained until the story was over. The other case is a little girl who does not speak either Spanish or English. She too was very enthusiastic with the records and wanted to listen to more stories.

As a follow-up, the children drew pictures of the part of the story they liked best. Later on in the year they could pinpoint the initial or final sound of the names of the principal characters in the story. They could draw their favorite character, have plays and dramatizations, write compositions, draw the pictures in sequence, etc. The suggestions mentioned for first-grade children were the following: the children preferred the record which had a book to go with it, with illustrations and big

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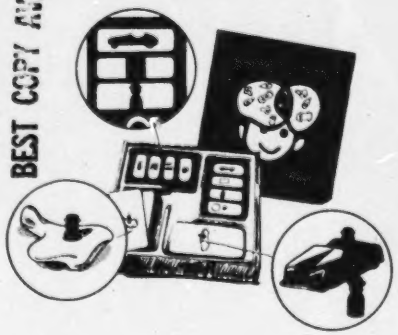

print; the characters of the story could be portrayed in big pictures to be hung on the bulletin boards; these could also be made into plastic figures so that the children could handle them. Although the records were good and the children enjoyed them, on the whole both the teachers and the children preferred shorter stories.

Attentive Listening

In the third grade the children's reaction was a positive one. The children listened attentively, and since most of them knew the stories beforehand, they anticipated what was going to happen. They also noticed that the stories were not the same as the Walt Disney version. An example of this was the story of Cinderella. The children compared both stories, their similarities and their dissimilarities. Some said that the version told by Milissa Sierra was the same as the one they had read in a fairy tale book. After they heard each story, the children had a discussion, questions were answered, etc.

Again, these series were heard by bilingual children as well as those with little Spanish background. They would listen to the stories and pick out some words that were familiar to them. It was interesting to see how these children, no matter what the age, whether in first or third grade, were able to keep their minds on listening to a story which could not be completely understood by them. They would request to listen to the different stories over and over again.

The children named animal and number.

One of the stories which was enjoyed immensely was "El Lobo y los Siete Cabritos." It is not a long story. They all knew it, and the different voices in the record were very funny to them. They liked the voices of the lobo and the cabritos the best. The voices in the record are very well-done, and this gave the children the chance to imagine the setting of the story.

The game consists of sets of cards.

THE GAMES-The two mathematical games were Dómino de Números and Iniciación a las Matemáticas (Spain: Sallent Hermanos, n.d.). The former costs $3.50; the latter, $4.75. They were field tested in the third grade. They are very useful for mathematical concepts as well as second language use. They were played with one condition, that the children had to speak in Spanish. The domino game is a combination of animals and numbers. The children had to match the right number with the right set of animals. They were asked, "How many animals are there in this set?" The children named the animal and the number. If the child could not recognize the animal, I would say it, and the child would repeat it. Then he could proceed with the game. This was very good because it served as a review of the numbers and the animals. The children had to count and keep score. All this was done in Spanish. The group consisted of five mainly English-speaking children. They asked if the game could be used by themselves. I gave them permission to play as long as they spoke in Spanish.

The other game, Iniciación a las Matemáticas, was used by both bilingual and mainly English-speaking children. These children had to keep in mind four things: what type of transportation was mentioned, how many persons could fit in it, the color, and if the persons were seated in-

side or standing outside the vehicle. This is not an easy thing to do for a child in the target language. The game consists

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of two sets of cards. One set was distributed among the children. The other set was placed face-up on the table. Each child had to match the cards held in his hand with the cards laid out on the table. Again, each child had to say aloud in Spanish, "Es un avión rojo con dos personas y las personas estan por fuera." Each child took his turn. The others helped him find the card. Another game played was the making of sets of blue planes, red cars, cars with two persons seated, etc. All the games were used both in class and in learning centers.

Both games gave the children a chance to play and interact in Spanish. These games also acted as a type of reinforcement in math.

THE POSTERS-A set of various posters (México: RAF, n.d.; $ .25 ea.) were distributed between the first and the third grade. In the first grade the posters were given mainly to Spanish-speaking children, since we are only in the month of September and the English-speaking children are involved more in second language activities than actual subject matter taught in the target language.

The feedback from the teacher was that the children enjoyed the lessons and participated in the follow-up activities. The posters worked with were ones about the five senses and safety in the city. Different games were used with the five senses; for safety a game with a traffic light was used. These games reinforced the lesson, and the children participated willingly.

In the third grade the material tested pertained to

The children liked the pictures • • • •

the different animals and their derivatives. These posters were used in lessons reviewing what had been taught last year. The children tend to forget or lose some of their vocabulary in their second language during the summer, and the posters were a new way to recall last year's work. The children liked the way the pictures were portrayed. They were a good incentive to get the children to begin speaking in Spanish. Some of the posters come with information written on the back. Again, this information was used as a guide. I adapted the lesson and its vocabulary to the level of the children being taught while at the same time introducing new words. The children copied the information and compared what each animal gives us in the way of skins and food. These posters served to review, and it also gave me the opportunity to begin right away teaching subject matter in the target language.

Learning Incentive

I enjoyed field testing these materials. They gave the children a new incentive to learn in Spanish. They were used intensively in the third grade because this is the grade I presently teach. All the materials were kept in school so that the children would have easy access to them. The children were allowed to use the materials as long as they put everything back in its place after they were through with whatever they were working with. They had to follow certain guidelines, and they were willing to comply as long as they could work with the materials.

The two things enjoyed the most by the whole class were the Walt Disney records and the collection of slides pertaining to the different continents. Children love geography and were anxious to learn about the different parts of the world. These slides gave me the opportunity to furnish the class with an international outlook on life and to appreciate the different countries and languages. It made them aware that they themselves were a portrayal of what was being taught. I would like to thank the other teachers from Oyster Elementary School who participated in this field testing: Mrs. Ruth Eaton, kindergarten; Mrs. Eveline de la Nuez, first grade; and Mrs. Elsa Aldao, first grade.

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Mexican History Powerhouse

By Alma Foncerrada Pirazzini

As a Mexican American/Chicana, as a bilingual teacher, and from my experiences with my students, I feel that knowing more of our own background gives us all more confidence, pride, and courage to become happy bilingual-bicultural citizens in either country. The Chicano, being bicultural and bilingual, should know the history and culture of both countries. It's not enough to be proud because it's the popular trend. We have to study the errors and achievements of both great countries in order to benefit from them and be better persons.

For a Mexican American life is not always easy. No one claims us as 100% Mexicans nor as 100% Americans. We are different, and therefore we are our own raza. We must help each other and unite ourselves, the tears of the past turning into the hope of the future. For some of us pride is easy, but for others, reading of our countries' pasts, speaking both languages, living comfortably in both countries' cultures and customs takes time, education, desire, love--lots of love--and an equal chance.

Síntesis de Historia de México (México: Herrero, 1970) by Ciro E. González Blackaller and Luis Guevara Ramírez ($2.20) is a textbook used in Mexico for secondary students. A workbook also accompanies this text. However, it is not necessary.

Individualization

The book is divided into 13 units, which are subdivided into themes and often outlined for important information. Each chapter is from four to seven pages in length, followed by a list of suggested activities, questions on the unit, and short summary of important points of the chapter. This will prove to be a great aid to the teacher as well as the student. It's conducive to individualized learning situations, as one can pass through the information and review it easily. In addition, there is a bibliography at the end of each chapter, which enables teacher or student to research deeper on the presented information.

Síntesis is a powerhouse of knowledge. Its learning aids provide the reader with rapid feedback, making learning a lot easier and more fun.

The first units deal with man as he first appeared in the Americas, from as early as 11,000 to 1800 years B.C. up to the Pre-Classic, Classic, and Post-Classic civilizations which included the Olmecas, Mayas, Aztecs, and others. The reading is accompanied by examples of architectural trends, religious beliefs, writing habits (reprints of codices), and their advanced knowledge of astronomy and their fascinating art work. The writing style is geared to the young adult, which encourages easier reading and greater retention. The material is so well-organized that it would be difficult for a student to get lost or turned off. It's exciting to read, full of tidbits which give the reader a greater feeling of pride for his heritage and a sense of worth, for one can relive the exploits of the great Mexican heroes. It is concise and open to many possibilities, such as using only Precolumbian units, or Conquest units and/or the Era of Independence.

The printing is good. Bold type indicates to the reader a new subject of importance and/or for clarification.

Living Library

The book is full of inter-

esting developments which have occurred, along with political events and trends in architecture, literature, and art, with many illustrations to make everything more alive. It feels like a living library because your eyes and your other senses are aroused by the interesting material. Included are maps of Mexican territory showing changes it has undergone. There is also a vocabulary section at the end for added reference.

Síntesis is a small paperback (7 1/2" X 5 1/2") with a dramatic mural cover of Miguel Hidalgo and other Independence leaders in full color and action. The inside is just as exciting as the cover. What is the best about this book is that it is geared for young minds, being factual, not too wordy, informative by way of illustrations, and inexpensive.

There are many possibilities for this text. It could be used in a literature class, a social science class, a Chicano studies class, and an art class. It could be very appropriate for a reading class, too, as a supplement or as a research book. It should definitely be a library book and a resource for interested teachers.

Since the book was intended for Mexican students in Mexico, many suggestions after the chapters offer a field trip to pyramids, museums, and local historical attractions, which tend to leave the reader drooling. But sooner or later many of us manage to make a pilgrimage to Mexico, so these are excellent tips of what to see. Anyone going to visit Mexico for the first time would benefit greatly from them because they will be able to enjoy and appreciate wondrous Mexico in all of her ramifications. As a matter of fact, reading this book makes one want to go and see "los rasgos de la historia de México."

It should definitely be a library book and a resource for interested teachers.

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Cuentos Y Leyendas De Puerto Rico

By Eloisa Huertas Samuel

CUENTOS PUERTORRIQUEÑOS DE HOY (Puerto Rico: Cultural, 1971) ed. por René Marqués ($4.50). Me gustaría poder decir que he visto la expresión de mis alumnos al enseñarles este libro de cuentos, pero ese no es el caso, ya que mis alumnos no son hispanoparlantes ni tampoco bilingues. Este libro es una colección de cuentos escritos por varios autores puertorriqueños. Sé que alumnos de escuela superior se deleitarían leyendo estos cuentos. El libro dará a los estudiantes puertorriqueños un sentido de valores nacionales. Los autores son jóvenes y los cuentos son de una década: la generación de los cuarenta. Se halla una corta biografía de cada autor, lo cual hace que el estudiante comprenda mejor el cuento.

Con este libro, el maestro tiene la oportunidad de señalar al alumno las diferentes características de esta literatura; tales como: tema, estilo y técnica. Se pueden desarrollar unidades dirigidas hacia estos tópicos y los cuentos pueden agruparse en las diferentes categorías. El tema nacionalista empieza a crecer en Puerto Rico y este tema fluye por muchos de estos cuentos.

El maestro puede desarrollar sus propios métodos para enseñar esta antología. Pueden haber clases de lectura oral y lecciones para descubrir las características ya mencionadas. El libro no tiene sugerencias para ejercicios gramaticales, algo que dará al maestro la oportunidad de usar su propia iniciativa y método innovador.

El español de Puerto Rico tiene una característica que trae al relieve el autor José Luis González en su cuento "El Pasaje." En este cuento vemos como el puertorriqueño, cambia la s

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final de los palabras por h "los riñoneh desbarataoh," "no te ocupeh," etc. El futuro estudiante de linguistica estará muy interesado en estos detalles.

Quiero recomendar este libro para el estudiante maduro y de experiencia, interesado en los cambios del sentimiento del joven puertorriqueño. El estudiante de literatura puertorriqueña encontrará el tema de la industrialización y las consecuencias morales, psicológicas y sociales de la guerra de Corea en la juventud puertorriqueña. Así explica René Marqués en el prólogo.

Este libro está encuadernado, el papel es bueno y las letras son claras. No tiene ilustraciones ya que está escrito para estudiantes mayores que no necesitan el uso de láminas a colores.

LEYENDAS PUERTORRIQUEÑAS (México: Orión, 1971) por Cayetano Coll y Toste ($2.95). Estas leyendas han sido compiladas para uso en las escuelas públicas de Puerto Rico. Algunas son cortas historias que demuestran la fé religiosa que tenían nuestros viejos y que pudiera pasarse a nuestra juventud.

La leyenda del "prodigio de Hormigueros" es un ejemplo de esta fé. Una niña de nombre María Monserrate se pierde y después de quince días es encontrada en la cueva de una ceiba. La niña no siente miedo pues dice que la acompaña una señora muy dulce. No tiene hambre porque la señora también la alimenta. Exclama el padre, "La Virgen de la Monserrate."

Para el estudiante que habla español y lo comprende, esta colección es muy informativa. En un salón de clase donde hay alumnos de varios orígenes, estas leyendas pueden servir como punto de comparación ya que muchos países tienen también sus leyendas y creo que sería una experiencia interesante comparar esta leyenda con la de la Virgen de Guadalupe en la literatura Mexicana, o las leyendas de El Salvador, etc.

El libro empieza con apuntes biográficos sobre el autor y sigue con las trece leyendas de que consiste el libro.

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No ha habido oportunidad de usar este libro en un salón de clase en mi escuela porque el tiempo ha estado limitado pero creo que puede usarse en la escuela secundaria para alumnos que hablan español y también para el estudiante del nivel cuatro que tenga interés en el estudio de literatura puertorriqueña. Mis alumnos americanos del nivel tres y cuatro leen cuentos cortos y creo que podrían entender las leyendas como entienden el cuento del "Guardagujas" de Juan J. Arreola y otros cuentos de imaginación y fantasía.

El libro no es de cubierta fuerte y preferiría un libro con cubierta de pasta. El libro no tiene ejercicios de preguntas o gramática y yo recomendaría al maestro que siguiera las sugerencias que se encuentran el el libro Creative Spanish por Charles Olstad and Leo Barrow, donde se divide el estudio en varios pasos.

1. Primer paso: comprensión
2. Segundo paso: estudio gramatical-ejercicios
3. Tercer paso: discusión estilística

Estos pasos están a la discreción del maestro y a la necesidad del alumno. El libro puede usarse en nivel universitario en un curso de literatura puertorriqueña o en trabajo de investigación individual.

El autor nació en Puerto Rico, hijo de padre catalán y madre portuguesa. En algunas de las leyendas, se reflejan datos biográficos en que el alumno puede saber algo más del autor.

Esta es la décima novena edición de la Editorial Orión, México, D.F., 1970. El libro no tiene ilustraciones y el papel es suave y sin brillo. El estilo es sencillo y de fácil comprensión no sólo para el hispanoparlante sino también para el estudiante americano que llega al nivel cuatro en escuela superior.

Algunas de las leyendas reflejan datos biográficos.

Spanish And Portuguese

Field-Testing Favorites

By Helen E. Díaz

Spanish

GRANDES FIGURAS DE LA HISTORIA (Madrid: Santillana, 1968) by Francisco Ribes ($3.15). This collection of biographies was field tested as a supplementary resource book by students in a 10th-grade bilingual United States history class in San Diego, California. Excellent rating was given to physical features. Student reaction was good, and it required at least speaking knowledge of Spanish to understand the content. The book was rated as moderately effective as about half of the material could be utilized for instructional purposes. Because the book consists mostly of historical figures from Spain, it is recommended that biographies of other persons from other countries be included, should this book be considered for revision.

HISTORIA DE MEXICO, TOMO I (Mexico: Patria, 1967) by Luis Chávez Orozco ($1.16). Fifteen students out of a group of 48 in Mexican history bilingual classes in an Orange, California, junior high school were able to use this text for instructional purposes. Although the text was considered moderately relevant to subject area instruction, it was found to be too difficult for the majority of students. Illustrations of the book were used for display. The teacher-evaluator remarked that the text is well-organized but that Chicanos had much difficulty with reading level. No biases were cited. Use of illustrations was rated very effective.

HISTORIA DE LOS ESTADOS UNIDOS (Barcelona: Betis, 1961) by Jacques Janssens ($1.68). Approximately 50 students in grades eight and nine in Cleveland Junior High School, Elizabeth, New Jersey, used this history text in a field-testing effort. Student reaction was reported good. Field-testing teacher indicated no political, social, or religious biases. Organization of information,

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relevance to subject area, use of illustrations (however few), and quality of printing were rated high. Evaluation was completed in part.

HISTORIA DE LOS ESTADOS UNIDOS (Bilbao: Moreton, 1968) by Frank L. Schoell ($4.25). This history text, the third volume of the series Panoramas de la Historia Universal, was also field tested at Cleveland Junior High, Elizabeth, New Jersey, by 50 eighth- and ninth-graders. Response to this text is the same as the book by Janssens.

NOTE: The United States history texts acquired by the Materials Acquisition Project from foreign publishers are few in number. Most require technical reading ability by the users. The Materials Acquisition Project would be interested in learning about additional United States history texts for elementary as well as secondary levels in Spanish and in Portuguese from foreign sources.

NUESTRO PLANETA 5, AREA SOCIAL Y NATURAL (León, España: Everest, 1971) by Arturo [illegible]as and others ($3.75). Another field-testing teacher at Cleveland Junior High, Elizabeth, New Jersey, used this combined social studies-natural science text with 40 students in a seventh-grade class. It was reported that most of the material could be used for instructional purposes. Moderate reading knowledge is required. Student reaction was rated excellent. Physical features and relevancy to subject area instruction were shown as very effective. This book with its accompanying workbook, Nuestro Planeta 5, Fichas de Trabajo, is recommended to be used as a basic text. Overall evaluation: moderately effective. Price of workbook is also $3.75.

Portuguese

APRENDO MATEMÁTICA MODERNA 1 (Rio de Janeiro: Série Cadernos Didáticos, n.d.) by Maria Lúcia de Magallães ($1.06). One of a series of six mathematics workbooks in Portuguese, this material was field tested in Artesia, California, and New Bedford, Massachusetts. In Artesia a teacher of 31 students in a K-1 class reported good student reaction to the material, although less than half of the material could be used for instructional purposes. It was recommended that the students possess a moderate knowledge of the language in order to understand the instructions. The teacher stated that it was necessary to rephrase directions and sometimes change them. For beginners less material on each page and larger drawings with one concept per page are suggested. Workbook is considered better suited to first-grade students.

Fifteen students in a second-grade class in Artesia also used Aprendo Matemática Moderna 1. The field-testing teacher informed that the book was used as a review of mathematical concepts and introduction into vocabulary needed to further develop such concepts in Portuguese. Pages were selected to be used by students before going into their second level of this series. This combined text and workbook was also used with non-Portuguese-speaking students to develop vocabulary in the content areas. The field-testing teacher stated that she used the overhead projector with transparencies for most pages. Some Brazilian vocabulary was used. The material is best suited for those of Brazilian-Portuguese language background. The teacher recommends the material to be used as either a basic text, a supplement to a basic text, or as a resource book. Student reaction was reported good, and overall evaluation was given as moderately effective. Physical characteristics were rated high, especially in regards to organization of information and quality of printing.

Two field-testing teachers in New Bedford used Aprendo Matemática Moderna 1 in their first-grade classes. One of the teachers informed that the organization of the material is "very good, but the missing color is what makes it less effective on the students." Fair reaction by students was reported, as only a little part of the material could be used for instructional purposes. The teacher also commented, "What is in the book isn't bad, but it is too little, doesn't cover our objectives. Our program is much more than this, and it doesn't reinforce material presented. One page isn't enough practice for the students."

The second New Bedford field-testing teacher had

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high praise for the physical characteristics of the book, with the comment that it is well-illustrated and well-presented for this age level. Student reaction was reported as excellent. Language used in the material requires moderate reading knowledge by user, but understood if read to students. Overall evaluation: very effective use.

The teacher also added, "We are all aware of the fact that 'Brazilian Portuguese' differs a little from 'Continental Portuguese,' the biggest difference being pronunciation. But there are also differences in some sentence structures and vocabulary. In some parts of the book the word set is called coleção, and yet in other places it is referred to as a conjunto. Conjunto is the preferred word in Portugal. I feel we should use only conjunto in teaching the concept to avoid causing confusion to the child."

APRENDO MATEMÁTICA MODERNA 2 ($1.06) was also field tested in Artesia and New Bedford. The Artesia teacher informed that her second-grade students displayed good reaction to the material. Physical characteristics were shown as very effective to moderately effective. As in book 1 there is no color in the book. All of the material was used for instructional purposes. Overall evaluation: moderately effective.

The field-testing teacher commented, "This book is an excellent companion to our modern math materials found in the United States. The concepts developed correspond with set theory, place value, etc. Also, this publication is very easy to implement. There is little need for a teacher's edition for someone who is familiar with modern math terminology in both languages."

The New Bedford teacher rated as very effective appearance of materials, use of illustrations, organization of information, and as moderately effective attractiveness to students and relevance to subject area instruction. Quality and size of print were rated good. All field-testing teachers reported no political, social, nor religious biases in the series. The New Bedford teacher stated that only half of the material was used for instructional purposes. Students could understand the material if they possessed moderate reading knowledge or if the material was read to them. Student reaction was fair. Overall evaluation was not marked.

APRENDO MATEMÁTICA MODERNA 3 ($1.06) was field tested in a New Bedford third-grade class. Evaluation for physical characteristics was shown as similar to books 1 and 2. About half of the material was used for instructional purposes. The teacher commented, "The book doesn't cover our whole program. It doesn't have enough exercises for practice." Overall evaluation: very effective use.

NOTE: Price for book 4 is $1.31; book 5, $1.41; and book 6, $1.61.

SUGGESTION: If the books are used as consumable, students could color the illustrations.

VAMOS RACIOCINAR MATEMÁTICA, PRIMEIRO ANO, NIVEL 2 (Guanabara, Brazil: Conquista, n.d.) by Maria Helena Portilho and others ($1.25). This student workbook contains 150 problems ranging in difficulty and separated by task. It has been field tested at Thompson School in New Bedford, Massachusetts, with 22 first-grade students. Outcome of field testing showed that the workbook was moderately effective overall and that most of the content was used for instruction. Physical characteristics were reported very effective. There are illustrations corresponding to the examples and questions. Student reaction was rated average as some of the Brazilian words had no meaning for the Portuguese children. It was suggested that the book be used as a reference by the teacher or teacher aide.

Several other New Bedford teachers responded to evaluation on a different form. Their comments are as follows: "Workbook can be useful to introduce to pupils problems in a more difficult level. This material presents good classified problems arranged by subject." "This book is a little too difficult to use with all first-graders unless it is read orally."

Vamos Raciocinar Matemática comes in a series with the following prices: Segundo Ano, Nível 3, $1.25; Terceiro Ano, Nível 4, $1.00; and Quarto Ano, Nível 5, $1.00.

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